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ABSTRACT

This document describes student activism in the high schools of Edmonton, Canada during the late 1960's and early 1970's and describes the current status of those students who classified themselves as high school activists during the period. Specific areas examined are: (1) what are the characteristics of high school graduates six to nine years after their graduation? (2) what differences can be observed between radical and nonradical students of the sixties? and (3) in retrospect, what do students identify as major issues in high school? A total of 149 individuals graduating during the period 1967-71 responded to a questionnaire designed to assess what happened to them and what happened to the radicals among them in the intervening years. Issues of student concern examined include: (1) drugs, (2) protest movements, (3) attendance regulations, (4) locker regulations, (5) drinking regulations, (6) job preparation, (7) discipline procedures, (8) parental attitudes, (9) smoking regulations, and (10) school security procedures. Data is presented and examined. Included are verbatim comments by respondents, the questionnaire, factor analysis, and coding guides. (MB)

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High School Graduates of the Stormy Sixties

A follow-up study of the Edmonton public high school graduates 1967-71

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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March, 1977

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INTRODUCTION

During the late 1960's many high school students protested against certain aspects of their educational programs, against administrative practices in their schools, and against the overall social problems and structure as they perceived them. These students are now in their mid or late twenties and have had an opportunity to reflect on the high school preparation which they received and on those aspects of their life to which they objected.

Many characteristics of the protest movement in question can readily be called to mind. Racial unrest, anti-war campaigns, movements in favor of human rights, flower-power and the hippie movement were all part of the North American youth culture during these years and may have had a degree of influence on the protests of the time. It is unlikely that these elements were all instrumental in causing any one disturbance. Each protest took on specifically local characteristics and even varied within one locale depending on the characteristics of the group involved.

Conceptual Orientation

This study was carried out in conjunction with several similar studies in the United States. A portion of the questionnaire used in the study to gather data is common to the Canadian and U.S. studies. Certain items of the questionnaire are less relevant in

the Canadian context but this may itself prove to be of comparative interest when viewed alongside the American findings. The study sought the views and opinions of high school graduates of the late sixties some six to nine years after graduation.

Statement of the Problem

The purpose of this study was to describe student activism in the Edmonton high schools during the late 1960's and early 1970's and to describe the current state of those students who classified themselves as high school activists.

Sub-problems

1. What are the characteristics of high school graduates of the sixties six to nine years after their graduation?
2. What differences can be observed between radical and non-radical high school students of the sixties?
3. In retrospect what do students identify as major issues in high school?

Need for the Study

It is demonstrable that there was unrest and protest among the high school students of the Edmonton area during the late 1960's and early 1970's, as well as in many other North American cities. This unrest has been well documented in the newspapers of the time and even in the national press and journals (Edmonton Journal, June 4, 1970, p.26; October 7, 1971, p.1).

Our concern is with the Edmonton protests and their effects on schools and students. The findings of our study may be compared with

the findings from similar studies in other major centres.

Williamson and Biggs (1975) have stated that "forms of alienation of youth continues to the present day and perhaps, we can project, into future decades." Freedman (1967), pointed out that "there is much to be learned from studying youth. One may see the evolutionary process at work, the future outlined."

Delimitations

This study was delimited to students from the public high schools from the city of Edmonton, Alberta, Canada.

A random sample of grade 12 students from the years 1967 to 1971 was asked to respond to the questionnaire developed for the study.

Twenty-four possible sources of student concern or activism were selected by us from the literature and included in the last two pages of the questionnaire.

Limitations

The study must be seen as an ex-post-facto observation since it is based on the perceptions of those who either were activists themselves or who at least shared classrooms with individuals who were involved in the protests. Their perception of the significant issues may have altered during the years since they left high school.

The essentially descriptive character of the study was

recognized as a limitation.

The applicability of the findings was limited by the degree to which the survey instrument provided an accurate measure of the respondent's perceptions and an accurate description of the characteristics of student activism.

The difficulty of obtaining an adequate sample of students who graduated from high school during the period from 1967-1971 presents the major limitation of the study.

RELATED LITERATURE

The student protest of the late 1960's and early 1970's has been described at length in the literature, and various authors have attributed the unrest to differing sources. Hallieck (1968) put forward a number of hypotheses of the student unrest. He hypothesized that the abandonment of the traditional values of the American culture was at the basis of some of the activism. He saw other protestors as seeking to improve and renew the world they inherited. Others, again, he suggested, were expressing contempt for and rejection of what they perceived to be adult hypocrisy. Lipsett (1967) supported this last hypothesis, indicating that revolts are cyclical in nature and are a societal norm of relationships. Moynihan (1967, in Williamson and Biggs, 1975) saw contemporary ('67) youth as characterized by their "frenetic search for ecstasy and rejection of moral law." He suggested that the protest movement was a repetition of the antinomianism of the second and third centuries A.D. which asserted that faith alone was necessary for salvation

and need not be accompanied by adherence to any moral code. The anti-war elements of the protest were expounded by Davidson (in Cockburn and Blackburn, 1969) while the anti-racist aspect was raised by McEvoy and Miller (1969). The irrelevance of the curriculum was examined by Chickering (1969) with particular emphasis upon what he described as "the humanizing of values." Kenniston (1971) saw revolting youth as searching for identity and a sense of personal worth. He further hypothesized that modern society has made wholeness very difficult to achieve and the society which obliges its members to survive without this feeling may fail to obtain deep commitments from them. Modern society has in his view, as its dominating purpose, technological refinement and development with the inevitable alienation of the individual human being. Hofstadter and Wallace (in Williamson and Biggs, 1975) pointed out that protest and even violence have been integral components of the American way of life for four centuries and suggested that protestors have only to look to history for justification in forcing societal changes. Reich (1970) pointed to the secondary importance and even irrelevance of institutions in contemporary society, while Muller (in Williamson and Biggs, 1975) argued that society was being criticized and rejected because of the growing awareness of the dehumanization and dwarfing of personal values brought about by modern technology and the expansion of mechanization.

Not all of these components were present in any one demonstration as was clearly shown by Harris (1970), nor indeed were most demonstrations restricted to a single issue as isolated by the authors referred to above.

The protests on Canadian campuses and in Canadian high schools related to some of the previously identified issues but as Sheffe (1970) pointed out, many of them originated, at least partly, in uniquely Canadian issues.

In public high schools the issues were often related to a revolt against authority whether in school or outside of school. A number of the specific issues that were manifest in school have been incorporated in the questionnaire designed for the study.

METHODOLOGY

Type of Research

The nature of this study was primarily descriptive, though attempts were made to discover and report relationships between variables. Good (1972) elaborated on this concept in terms of this study when he states that the purposes of descriptive-survey investigations may be:

1. To secure evidence concerning an existing situation or current condition.

2. To identify standards or norms with which to compare present conditions, in order to plan the next step.

3. To determine how to make the next step (having determined where we are and where we wish to go).

These three points complement the objectives of this study while also explaining the absense of hypotheses.

The lack of hypotheses is further supported in this type

of research by Katz (1953) when he divided field studies into two broad types: exploratory and hypothesis-testing. The exploratory type seeks "what is" rather than predicts "relations to be found." Exploratory field studies, according to Kerlinger (1973) have three purposes:

- to discover significant variables in the field situation,
- to discover relations among variables, and
- to lay the groundwork for later, more systematic and rigorous hypothesis-testing.

Kerlinger goes on the state, "It is well to recognize, though, that there are activities preliminary to hypothesis-testing in scientific research."

Selection of the Sample

This research project was conceived with the aim of examining the extent of student activism that occurred in Edmonton high schools over a five year period from 1967 to 1971. Two principal considerations led to the selection of the Edmonton schools. First, an effort was made to select schools that would allow for inter-school comparisons. Thus, schools within a single system were selected. This selection allowed for the study of grade 12 students registered in the Edmonton Public School System during the years in question. It was assumed that schools within a single system would display greater similarities in philosophy, operation and programs than would schools drawn from different school systems.

The second major consideration was to decide whether or not

to draw the sample from all the Edmonton public high schools. The researchers assumed, in attempting to survey student activism in Edmonton, that it was possible that student unrest was more prevalent in certain high schools. In order to ensure that no school would be omitted that might have had a significant student activist component, all public high schools in the city were sampled.

Respondents

Persons enrolled in Edmonton public high schools as full-time grade 12 students during the years 1967, 1968, 1969, 1970, and 1971 were selected randomly and comprised the sample whose opinions and perceptions were solicited.

The sample was generated from the records kept on file at the Edmonton Public School Board central office. The total number of grade 12 students enrolled over the years in question was approximately 20,000. These records arranged alphabetically by name and school included information on grade, sex program and home addresses at the time of last enrollment.

Although a number of alternatives were considered by the researchers, it was decided that the most practical method of reaching these students was to send a questionnaire to the last known address shown on the Edmonton Public School Board records.

Names were selected from the records by the use of a Table of Random Numbers. The sample was generated by assigning numbers to the names that appeared on the pages and then selecting those

pages at random. Students were then selected at random from these pages and in this way a sample of 1,000 grade 12 students was selected. This corresponds to roughly 5% of the total population of approximately 20,000 students.

The names were selected, typed on envelopes and the questionnaires with addressed and stamped return envelopes were sent to the randomly selected students.

The researchers expected to receive a return rate of from 15% to 20% of the sample. This would amount to between 150 and 200 returns. Over a space of approximately one month the researchers received 149 completed questionnaires and 134 questionnaires that were returned to sender. Of the 866 questionnaires that actually reached their destination, 149 or 17.2% were completed and returned.

Survey Instrument

The instrument that was used in the collection of the data is the questionnaire that appears in Appendix B. This instrument was developed jointly by researchers from several universities. The questionnaire contained items on demographic variables, participation in activist activities, present activities, and 24 items on school issues related to student activism.

Instrument Validation

Due to time constraints there was little effort made to validate the instrument. In descriptive research, validation of the instrument is very often a problem. Oppenheim (1966) recognizes

this when he says:

> The problem of validity remains one of the most difficult in social research and one to which an adequate solution is not yet in sight.

Content validity is still another problem in descriptive research. In this study the content validity of the questionnaire was sought through the submission of the instrument to other graduate students, the instructor of the statistics course and through analytical discussions and review by the research team members.

Part of the instrument was developed for use originally in the United States and therefore a number of modifications were necessary in order that it might be used in Canada.

Questions 20 and 21 of the original questionnaire asked the respondent to assess his or her radical leanings "then" and "now." The word "liberal" was used in the original questionnaire to denote a radical leaning and the word "conservative" was used to denote a tendency towards non-radical behaviour. The researchers saw the words as being problematic in the Canadian context as they both have considerable political connotations. In order to remedy this situation the words "radical or liberal" were substituted to denote an activist leaning while the words "traditional or conservative" were incorporated to indicate a tendency toward non-activist behaviour.

The researchers were also concerned that certain elements of the protest movement that were in evidence and well-documented in the United States might not have been as evident in Edmonton.

In order to ensure that the questionnaire adequately reflected issues of protest in the Edmonton schools an extensive search of school newspapers was undertaken as well as the review of pertinent information that appeared in the Edmonton Journal. Accordingly an addendum of issues was attached to the original questionnaire that had been reflected in the printed media of the times in Edmonton. Respondents were then asked to attach personal significance to those items by circling a number on a Likert Scale.

Data Organization

Due to the open-ended nature of many of the questions on the questionnaire, the researchers took great care in devising a suitable coding system (see Appendix C). A numeric value was assigned to each response.

To ensure that coding adequately captured the meaning of the respondents' answers and to ensure that the study could be replicated, a test of the inter-coder validity was applied. This procedure involved selecting 15 questionnaires, or 10% of the working sample, at random, allowing the primary coder to code each of the selected questionnaires and check his or her results against the results obtained by an independent coder on the same questionnaires. In this way the researchers attempted to guard against inaccuracies that might have appeared due to coding procedures.

All data were taken directly from the questionnaire which was administered to the selected grade 12 students.

The data were taken from the returned questionnaires, placed on computer cards and verified. These were then used to compute results. Chi square tests, factor analysis and t-tests were used in the analysis of the results.

The following computer programs were run, using the information we compiled:

1. Frequency Counts -- the initial program that was run was a simple frequency count. The responses for each question were tabulated and where applicable means, medians, variance and standard deviations were obtained.

2. Chi Square Analysis - a chi square analysis by sex and all other variables was run to determine whether significant differences existed in the responses to our questionnaires received from males and females. A chi square analysis was also run to determine whether these responses of activists differed significantly from those responses recorded by people who considered themselves as conservative while in high school. The final chi square analysis that was run tested for differences in the responses to all questions by whether or not the respondent presently perceived himself or herself as an activist or conservative.

3. T-tests were run to determine whether the mean score on importance attached to issues on a list of 24 items differed significantly between those who considered themselves activist when in school and those who considered themselves conservative at that time.

A t-test was also run to determine whether the mean score on importance on the list of issues was significantly different between those respondents who consider themselves as conservative now or activist presently. In all instances a two-tail test was used instead of the one-tail test since we did not make any directional prediction regarding the outcome of our study.

4. Factor Analysis — a factor analysis was run on the 24 items identified as issues in Edmonton high schools during the 1967-1971 time period. A factor analysis was also run on the 24 items identified as issues in Edmonton high schools today. In both instances the factor analysis was run to determine whether there were identifiable dimensions which could be used to describe many of the variables under analysis. (See Appendix A.)

DESCRIPTION OF DATA

Demographics

A total of 149 individuals responded to the questionnaire. Of these 51 were male and 98 were female.

Table 1 provides a breakdown by age and sex of the respondents:

Table 1

Description of Sample by Age and Sex

Sex	21-22	23-24	25-26	27-28	29-30	No Response	Total
Male	1	18	19	8	1	4	51
Female	2	46	41	5	0	4	98
Total	3	64	60	13	1	8	149

Thirty-one of the males were married and 71 of the females were married. Of the males, nine had one child; one had two children and two had three children. Of the females, 18 had one child; 11 had two children and two had three children.

Twenty-one percent (30) [figures in brackets denote raw frequencies] of the respondents attended Harry Ainley Composite High School; 26.7% (39) Jasper Place; 12.3% (18) Queen Elizabeth Composite; 11.6% (17) Bonnie Doon; 8.3% (12) Ross Shepherd; 6.8% (10) Victoria Composite and 4.1% (6) Strathcona Composite High School.

Of the respondents 3.6% (5) graduated in 1967; 20.3% (28) in 1968; 23.9% (33) in 1969; 27.5% (38) in 1970 and 19.5% (27) in 1971. The remaining 5% (7) graduated in 1972 or 1973 but received questionnaires as they were on the grade 12 class lists of one of the previous five years.

Ninety-two percent (135) of the respondents graduated from high school. Of the 14 who indicated that they dropped out of school, four said that they did so because they were bored. Five dropped out because they got jobs; three did so for unstated reasons; one student married; and one was expelled.

Participation in School Activities

Forty percent (60) of the respondents indicated that they did not take part in extra class activities during their high school years. Thirty percent (43) took part in sports only, while 10.1% (15) indicated that they took part in school cultural activities. Just over seven percent (11) were active members of the Student

Council; 5.4% (8) were active in sports and Student Council activities while 6.0% (9) were involved with the school newspaper and/or yearbook. Three percent (5) of the respondents participated in both sports and cultural activities and 0.7% (one person) were active in academic clubs.

Only six of the respondents indicated that they were involved with underground newspapers. Almost 20% (29) of the respondents indicated that they were involved in demonstrations and/or protests. Of the types of demonstrations and protests participated in, 21 respondents indicated that they were involved in class interruptions, while only three respondents were involved in strikes and only one involved in marches.

Of those respondents who participated in demonstrations and/or protests, 84% (24) indicated that they were protesting against school authority and rules. Twelve percent (3) gave peer pressure as their reason for participating. A further 4% (1) gave various reasons for participating in demonstrations or protests but nobody indicated that they were protesting against parental authority.

Attitudes and Characteristics

Forty-nine percent (66) of the respondents indicated that what they liked best about school were the social activities. Almost 16% (21) indicated that what they liked best were particular subjects; 14.9% (20) indicated a preference for both courses and teachers while only 2% (3) indicated that what they liked best about school

were teachers only. Three percent of the respondents indicated that what they liked best were sports; 6 % (8) of the respondents indicated that they didn't like anything about school. On the other hand, 9% (12) indicated general liking for most aspects of school.

Thirty-five percent (46) of the respondents indicated that what they liked least were teachers and regulations; 20.3% (27) indicated that they disliked the social atmosphere of the school most of all while 13.5% (18) indicated that what they disliked most were courses which they considered irrelevant. Thirteen percent (17) indicated a dislike for specific subjects and 9.8% (13) indicated that what they disliked most was the boredom and routine of school while a further 8.3% (11) indicated that what they considered to be their major dislike was the size and impersonality of the school. One student indicated that having to take responsibility was his/her major dislike.

Thirty-two percent (47) of the respondents indicated that they considered themselves, when in high school, as tending towards liberalism or radicalism; the others considered themselves as tending towards conservatism or traditionalism.

When asked to rank themselves presently, 44.3% (66) indicated that they now consider themselves as tending towards liberalism or radicalism while 55.7% (83) see themselves as tending towards conservatism or traditionalism.

Only 6.1% (9) of the respondents indicated that they are now active in politics. Five of these individuals said they were

Party members, two were involved in Union activities, one was politically involved in the feminist movement and one was an elected official. Two of the respondents indicated an interest in politics, equating this with activity.

Fifteen percent (21) of the respondents reported that they were active in community groups while 84.7% (122) indicated that they were not.

Ten individuals said that they were involved in social action groups. Five indicated an involvement with church activities. Three were involved in consumer groups while three more were involved in housing cooperatives or economic groups of some sort.

Twenty-seven percent (39) of the respondents said that they received no education or training after high school. Thirty-five percent (51) of the respondents went to university, 23.4% (34) to technical colleges, 12.4% (18) attended a community college, and 2.1% (3) said that they attended some other kind of post-secondary institution.

The largest portion (21.5%) (32) of the respondents indicated that their present jobs fall into the category of "secretary, salesman, foreman"; 18.8% (28) fall in the category of "teacher, nurse, social-science professional"; 17.4% (26) indicated they were mothers or housewives. Fifteen percent indicated that they are skilled workers; 4.7% (7) semi-skilled and 2.7% (4) unskilled. Five percent (8) indicated that they are self-employed. Two percent (3) of the sample reported that they were in the "banker, college-teacher, engineer" category, while 12.1% (18) indicated that they were students.

Six percent (9) of the respondents aspired to the professional positions of physicians, lawyers, or architects. Another 6% (9) of the respondents aspired to positions such as banker, college-teacher, engineer and a further 36.2% (54) aspired to positions of school-teacher, nurse, social-science professional. Nine percent (13) had aspirations for self-employment while 15.4% (23) desired to become secretaries, salesmen, or foremen. Twelve percent (18) aspired to skilled positions, 2.7% (4) to semi-skilled positions and 0.7% (one respondent) aspired to unskilled jobs. Eleven percent aspired to the position of housewife or mother while 0.7% (one respondent) aspired to being a student.

Twenty-six percent (39) of the respondents indicated that their annual income was less than $2,500 while a further 4% (6) were in the $2,500-$5,000 range. Four percent (6) earned between $5,000 and $7,500 and 11.4% (17) earned between $7,500 and $10,000. Twenty-four percent (36) earned between $10,000 and $12,500 and 17.4% (26) fell in the $12,500 to $15,000 range. Seven percent (10) earned between $15,000 and $17,500 while 2.7% (4) earned between $17,500 and $20,000. Three percent (5) indicated that their earnings were in excess of $20,000.

ANALYSIS OF DATA

Sex Differences

In an attempt to determine whether significant differences existed between male and female respondents a chi square analysis

was carried out on all responses between the two groups. Only those items where significant differences were found to exist are reported. For the purposes of our study the level of significance was set at $p = .05$

Type of education after high school. A significant difference was found between male and female respondents on the type of education completed after high school. Available data indicated that both males and females tended to pursue education at the university level in approximately the same proportions; 35% of each group reported attending university upon completion of grade 12. Only 13.7% of the males did not pursue any type of education beyond high school level, while 34.0% of females did not pursue post-secondary education. The proportion of males who attended technical school after grade 12 was 43.1% while the proportion of females who attended technical schools was only 17.8%. Females reported attending community colleges in a higher proportion than did males.

Table 2

Type of Education After High School

Sex	Community College	University	Technical Schools	Other	None
Male	5.9% (3)	35.3% (18)	43.1%(22)	2.0% (1)	13.7% (7)
Female	16.0%(15)	35.1% (33)	12.8%(12)	2.1% (2)	34.0% (32)

$x^2 = 20.788$ $df = 4$ $p < .001$

Type of job presently held. The data generated from this study indicates a significant difference between males and females in the jobs that they held (see Table 3). Of the males who responded to the questionnaire a high percentage indicated that they were employed in the skilled worker category (37.3%). A high proportion of females in this study are employed as secretaries (25.5%) while 26.5% of the females responding indicated that their present job was mother and housewife. Both males and females were employed in approximately the same proportions in the school-teacher, nurse and other professionals category. Of the respondents 9.8% of the males were students while the corresponding figure for females was 13.3%.

Job aspirations. The respondents to this survey could also be differentiated by sex and those jobs to which they aspired (see Table 4). Forty-two percent of female respondents indicated that they aspired to jobs in the "teacher, nurse and other professional" category to 25.5% of the males responding. Twenty-eight percent of the male respondents indicated that they preferred jobs in the skilled worker area while only 4.1% of the female respondents had similar aspirations.

Income. It could be expected that a significant difference would exist between males and females in regard to their present income. This was borne out by the responses to this question (see

Table 3

Present Job

Job Classification	Percent in this Position	
	M	F
Physician, lawyer, etc.	0.0	0.0
Banker, engineer, etc.	3.9 (2)	1.0 (1)
Teacher, nurse, etc.	17.6 (9)	19.4 (19)
Self employed	7.8 (4)	4.1 (4)
Secretary, salesman, etc.	13.7 (7)	25.5 (25)
Skilled worker	37.3 (19)	4.1 (4)
Semi-skilled	5.9 (3)	4.1 (4)
Unskilled	3.9 (2)	2.0 (2)
Mother, housewife	0.0	26.5 (26)
Student	9.8 (5)	13.3 (13)

$x^2 = 42.96$ df = 8 $p < .001$

Table 4

Job Aspirations

Job Classification	Percent Aspiring to this Position	
	M	F
Physician, lawyer, etc.	9.8 (5)	4.1 (4)
Banker, engineer, etc.	7.8 (4)	5.1 (5)
Teacher, nurse, etc.	25.5 (13)	41.8 (41)
Self employed	13.7 (7)	6.1 (6)
Secretary, salesman, etc.	11.8 (6)	17.3 (17)
Skilled worker	27.5 (14)	4.1 (4)
Semi-skilled	2.0 (1)	3.1 (3)
Unskilled	2.0 (1)	0.0
Mother, housewife	0.0	17.3 (17)
Student	0.0	1.0 (1)

$x^2 = 34.21$ df = 8 $p < .001$

Table 5). Only 7.8% of the males indicated that their present income was less than $2,500 while 35.7% of the females reported earning in this range. Altogether 35.2% of the males earned more than $15,000 while only 1.0% of the females fell into this bracket.

Table 5

Income by Sex

Income	Male	Female
Less than $2,500	7.8% (4)	35.7% (35)
$2,501 - $5,000	2.0% (1)	5.1% (5)
$5,001 - $7,500	3.9% (2)	4.1% (4)
$7,501 - $10,000	5.9% (3)	14.3% (14)
$10,001 - $12,500	21.6% (11)	25.5% (25)
$12,501 - $15,000	23.5% (12)	14.3% (14)
$15,001 - $17,500	17.6% (9)	1.0% (1)
$17,501 - $20,000	7.8% (4)	0.0%
More than $20,000	9.8% (5)	0.0%

$x^2 = 45.824$ df = 8 $p < .001$

Issue orientation. Of the 24 issues identified in the questionnaire only two were perceived as significantly different by males and females. These two related to how important the respondents considered school regulations on drinking to be when they themselves were in school and how important respondents considered preparation for further education to be as an issue for present day

high school students. In both cases the females considered them to be more important than did the males.

Activist vs. Non-activist Students

In an attempt to determine whether or not there was a significant difference between those who scored themselves high on the activist scale and those who scored themselves low on the same scale, the chi square analysis was applied. Those respondents who scored themselves in the 1-5 range were considered to be tending toward an activist posture and were ranked high while those who scored themselves 6-10 were considered to be tending towards a conservative posture and were classified as low.

Of all the respondents 31.6% scored high on activism while the remaining 68.4% scored low.

Sex. Of the male respondents 43.1% tended toward activism in high school compared to 25.5% of the female respondents.

Table 6

Distribution of Activists by Sex

Position	Male	Female
Activist	43.1% (22)	25.5% (25)
Non-activist	56.9% (29)	74.5% (73)

$x^2 = 4.827$ df = 1 p = .03

Number of children. Seventeen percent of the activists were parents while 35.6% of the non-activists had one or more children.

Table 7

Number of Children

Position	No Children	1 Child	2 Children	3 Children
Activist	83.0% (39)	10.6% (5)	0.0%	6.4% (3)
Non-activist	64.4% (65)	21.8% (22)	11.9% (12)	2.0% (2)

$x^2 = 13.27$ df = 4 p = .01

Graduation. Eighty-three percent of the activists graduated from high school compared to 96.1% of the non-activists.

Table 8

Percent Graduating

Position	Graduated	Did not graduate
Activist	83.0% (39)	14.9% (7)
Non-activist	96.1% (98)	3.9% (4)

$x^2 = 8.02$ df = 2 p = .02

Participation in demonstrations. All 12 respondents who answered yes to this question ranked themselves high on the activist scale while 25.6% of those who answered no also scored themselves high.

Table 9

Participation in Demonstrations

Position	Yes	No
Activist	100% (12)	25.6% (30)
Non-activist	0%	74.4% (87)

$x^2 = 24.125$ df = 1 p = .01

Participation in protest movements. Of those who scored high on the activist scale, 69.2% also said that they participated in protest movements. Of those who scored low only 30.8% participated.

Table 10

Participation in Protest Movements

Position	Yes	No
Activist	69.2% (18)	24.5% (26)
Non-activist	30.8% (8)	75.5% (80)

$x^2 = 18.775$ df = 1 p < .001

Present job. There was a significant difference in the jobs presently held by those who scored high on the activist scale and those who scored low on the same scale. Of those who scored high 8.5% fell in the category of school-teacher, nurse and other professions, while only 3.9% of those who scored low fell into the same category. Of those who scored high only 14.9% fell into the secretary, salesman, foreman category while 24.5% of those who scored low fell into this

group. Twenty-seven of those who scored high were in the skilled worker group while only 9.8% of those who scored low fell into the same category. Only 6.4% of those who scored themselves high fell into the housewife/mother group while 22.5% of the low-scoring group is now in this category. Nineteen percent of those scoring high were presently students while only 8.8% of the low scoring group were presently in this class.

Table 11

Present Job Classification by Activism

Job Classification	Percent in this Position	
	Activist	Non-Activist
Physician, lawyer, etc.	0.0	0.0
Banker, engineer, etc.	0.0	2.9 (3)
Teacher, nurse, etc.	17.0 (8)	19.6 (20)
Self employed	8.5 (4)	3.9 (4)
Secretary, salesman, etc.	14.9 (7)	24.5 (25)
Skilled worker	27.7 (13)	9.8 (10)
Semi-skilled	4.3 (2)	4.9 (5)
Unskilled	2.1 (1)	2.9 (3)
Mother, housewife	6.4 (3)	22.5 (23)
Student	19.1 (9)	8.8 (9)

$x^2 = 18.556$ df = 8 p = .02

Job aspirations. As can be seen from Table 12 there were significant differences in job aspirations between those who scored high on the activist scale and those who scored low on the same scale.

No significant differences were discerned in the incomes of those who scored high on the activist variable and those who scored low on the same variable.

Table 12

Job Aspirations by Activism

Job Classification	Percent Aspiring to this Position	
	Activist	Non-activist
Physician, lawyer, etc.	8.5 (4)	4.9 (5)
Banker, engineer, etc.	2.1 (1)	7.8 (8)
Teacher, nurse, etc.	38.3 (18)	35.5 (36)
Self employed	14.9 (7)	5.9 (6)
Secretary, salesman, etc.	6.4 (3)	19.6 (20)
Skilled worker	23.4 (11)	6.9 (7)
Semi-skilled	4.3 (2)	2.0 (2)
Unskilled	0.0	1.0 (1)
Mother, housewife	0.0	16.7 (17)
Student	2.1 (1)	0.0

$x^2 = 27.536$ df = 9 p = .001

Issues of Student Concern

Variables 30 to 77 were broken down into two sets of items on Likert Scales relating to issues which respondents considered important in school: (a) while they were attending and (b) now.

There were significant differences between the means of the scores of those who scored high and low on the activist scale on a number of issues. Only the means of the high and low groups when these are indicated as being significantly different at the .05 level of probability have been reported. These statistics were obtained through the application of a Two Tailed t-test. This test is appropriate for comparing the mean scores of samples which have been randomly selected and which come from normally distributed populations. In all cases there are 136 degrees of freedom.

Regulations on drugs. The mean of the activist group was 3.43 while the mean of the low-scoring group was 4.14. The t score is -3.116 and p is equal to .002. The negative t score indicates that this issue was considered significantly more important by the group scoring low than by those scoring high on the activist scale.

Student protest movements. As would be expected those scoring high on the activist scale ranked this issue significantly more important than did those scoring low on activism. The means were 3.02 and 2.02, respectively, with a t score of 4.31 and a $p < .001$. This was the only issue of the 48 possibilities that was considered more important by the activist group.

School attendance regulations. This issue was considered significantly more important by the low scoring group than be the high scoring group. The means were 3.49 and 2.85, respectively, with a t score of -2.812 and a $p = .005$.

School regulations re. lockers. The group scoring low on activism again thought this was significantly more important than did those who scored high on activism. The mean scores were 2.64 and 1.89 respectively with t score of -3.574 and a $p < .001$.

School regulations on drinking. Again the group low on activism felt this to be significantly more important than did those who scored high on activism. The mean scores were 3.70 and 2.98. The t score was -2.849 and $p = .005$.

Preparation for a job. Again those who scored low on activism felt this to be a more significant issue than did those who scored high on variable 20. The mean scores were 3.98 and 3.39 with a t score of -2.312.

School discipline procedures. The low scoring group on the activist scale also felt this to be more significant than did those scoring high on the same scale. The mean scores were 3.22 and 2.52 respectively. The t score was -3.434 and $p > .001$.

As these comparisons do not in themselves give any indication of which issues were considered important by each group, a list is provided of the issues considered most important by each. The top ten issues considered most important by each group are ranked in the following tables.

Table 13

Rank Ordering of the Ten Most Important Issues for Activist and Non-activist Groups

Activist - While in High School	$\bar{X}$
1. Choice of subjects to study	4.15
2. Relevance of subjects studied	4.02
3. Teacher-student rapport	3.85
4. Preparation for further ed.	3.74
5. School grades	3.63
6. Regulations on drugs	3.43
7. Parental attitudes and rules	3.41
8. Preparation for a job	3.39
9. School report cards	3.09
10. Student protest movements	3.02
Non-activist While in High School	**$\bar{X}$**
1. Choice of subjects to study	4.36
2. Preparation for further ed.	4.15
3. Regulations on drugs	4.14
4. Preparation for a job	3.98
5. Relevance of subjects studied	3.98
6. School grades	3.92
7. Parental attitudes and rules	3.86
8. Teacher-student rapport	3.82
9. School attendance regulations	3.49
10. School report cards	3.46

On a number of responses relating to issues which are perceived as being important to students today there were significant differences between the mean scores of those who scored high on the activist scale and those who scored low.

Regulations on drugs. On this issue those who scored low on the activist scale differed significantly from those who scored high, considering it to be significantly more important for present day students. The mean scores were 4.34 and 3.54 and the t score was -3.839. The p value was less than .001.

Parental attitudes and rules. The mean score for those who scored low on activism was significantly higher on this issue than was that of the group scoring high on activism. The means were 4.06 and 3.61 respectively. The t score was -2.267 and p = .025.

School smoking regulations. Those who scored low on activism again consider this to be significantly more important today than those who scored high on activism. The means were 3.03 and 2.48 respectively with a t score of -2.283 and a p of .024.

School attendance regulations. Those scoring low on activism consider this issue to be significantly more important than do those who scored high on activism. The mean scores were 3.58 and 2.87. The t score was -3.285 and p = .001.

School regulations on drinking. As in the preceding cases the mean score for the low activist group is significantly higher than that of the high activist group. The means were 4.13 and 3.48

respectively. The t score was -3.198 and a p of .002.

School security procedures. Those scoring low on activism consider this issue to be significantly more important than do those who scored high on variable 20. The mean scores were 3.88 and 3.00 The t score was -4.43 and p was less than .001.

Preparation for a job. Those scoring low on activism again consider this to be significantly more important than do those who scored high on activism. The means were 4.64 and 4.21 respectively while the t score was -2.851 and p was .005.

School discipline procedures. Once again those who scored high on activism consider this issue to be significantly less important for present day students than do those who scored themselves low on activism. The mean scores were 3.92 and 3.28. The t score was -3.656 and p was less than .001.

For these variables also we list the ten issues considered most important by each group (see Table 14).

Factor Analysis

Factor analysis of the 24 items reflecting student protest was carried out for each of the two sets of responses by the former students (for complete derivation see Appendix A). The first set asked for the response to the question, "During your years in high school, how important did you consider each of the following issues?"

Table 14

Rank Ordering of the Ten Most Important Issues for Activist and Non-activist Groups Six to Nine Years After High School

Activist - While in High School	$\bar{X}$
1. Relevance of subjects studies	4.51
2. Preparation for further ed.	4.43
3. Choice of subjects to study	4.30
4. Teacher-student rapport	4.23
5. Preparation for a job	4.21
6. Parental attitudes and rules	3.61
7. The school administration	3.59
8. Regulations on drugs	3.54
9. School regulations on drinking	3.48
10. School grades	3.44
Non-activist While in High School	**$\bar{X}$**
1. Preparation for further ed.	4.65
2. Preparation for a job	4.64
3. Choice of subjects to study	4.52
4. Relevance of subjects studied	4.43
5. Regulations on drugs	4.34
6. Teacher-student rapport	4.29
7. School regulations on drinking	4.13
8. Parental attitudes and rules	4.06
9. School administration	3.92
10. School discipline	3.92

The responses ranged from 5, very important, to 1, not important. The second set of items asked the former student to respond to the question, "How important do you consider each of the following issues for high school students today?" Again the responses were on a five point scale.

The same three factors resulted from both of the analyses. Only the items that loaded higher than .4 were included in the subsequent analysis.

Factor One was named Student Union Affairs since each item in the factor dealt with student union matter.

Factor Two was named Preparation for the Future. The items in this factor dealt with preparation for a job, preparation for further education and choice of subjects.

Factor Three was named School Regulations since all the items that clustered in this factor were specifically related to school regulations.

T tests for differences between means of independent samples were run between the two groups identified earlier. The first group was composed of respondents who classified themselves as tending towards radicalism during their high school days, and the second group was composed of respondents who classified themselves as tending to be conservative. Table 15 provides a summary of the findings.

Table 15

Retrospective Importance of Issues

Factors	Mean Score		t
	Radical Students	Conservative Students	
Student Union Affairs	13.22	14.45	-2.71**
Preparation for the Future	8.63	8.97	-0.88
School Regulations	13.07	15.15	-4.48**

**Significant at the .01 level.

Two factors, Student Union Affairs and School Regulations were seen as more important during high school days by the conservative students. There was no significant difference between the radical and conservative students on the factor Preparation for the Future.

A similar test was run between the high and low scoring activists and their mean scores on these three factors in so far as they considered them to be of significance to high school students today. Table 16 provides the results. The conservative students saw more importance in Student Union Affairs and Preparation for the Future than did the activist students when viewing them for today's high schools.

Table 16

Current Importance of Issues

Factor	Mean Score		t
	Radical Students	Conservative Students	
Student Union Affairs	9.61	11.21	-3.35**
Preparation for the Future	7.85	8.78	-2.25*
School Regulations	7.00	7.63	-1.72

*Significant at the .01 level.

**Significant at the .05 level.

In conclusion a t test was run between the scores of the entire group of respondents testing their responses on the "then" issues and those on the "now" issues. The findings are in Table 17. A significant decrease in the importance attached to Student Union Affairs and School Regulations was seen by the respondents in schools during this six to nine year period. The importance of Preparation for the Future did not change significantly.

Table 17

Importance of School Issues Then and Now

Factors	Then	Now	t
Student Union Affairs	14.04	10.67	-12.03**
Preparation for the Future	8.86	8.47	- 1.84
School Regulations	14.46	7.42	-26.04**

**Significant at the .01 level.

COMMENTS BY ACTIVIST STUDENTS

Comments excerpted verbatim from the questionnaires returned by the respondents are provided below.

1. If your purpose is to find problems in school with an eye to suggesting changes, I think you have to start long before high school. High schools are just the place where the problems come to a head, because the students finally feel powerful enough to do something about it.

2. Students from higher income families appear to be more cruel more rude and less sensitive than middle and lower class students. This was true when I was in school and seems to be true still.

3. I wish that while I was in school my acting ability had been encouraged. I was treated as a student who didn't want to try. Drama was a subject treated by the faculty as a fun time and the teachers were English teachers or spares.

4. I met obstacles of administration in the way of poor counsellors who were obstacles in my way to obtaining a university education.

5. My attitudes changed significantly "towards radicalism" during my last year of high school. This is when students started to press for more relevant courses and less traditional teacher-student relationships. The real changes occurred after 1969. (in Faculty of Law.)

6. A drastic jump from a controlled environment in Grade 10 and 11 to a rather loosely structured and free environment led to me failing two of my matric courses. I now feel that a more disciplined system will produce people better able to cope with society.

7. Through experience I find that the educational system is a game. The rules are set up by the top administrators and one has to play the game their way or be punished. The educational system needs changing to provide for more humanistic attitudes so that our future generations will not only be taught technical skills, but skills of wisdom, in order to put knowledge to use for the betterment of mankind.

8. ...if some of the time I was forced to spend on subject that did not interest me could have been spent in getting to know myself and others, many of the conflicts of my high school years would have been mitigated.

9. I would like to know why you are conducting this and what good you think it will do - we were all so young and idealistic that it was ridiculous - we were going to change the world. Money wouldn't matter and everybody would get along. I hope that most of us have "grown out" of that stage of development and now see the world as it is and not what we would like it to be.

10. Unfortunately all I have is criticism and very little to offer as an answer. I feel high school should prepare you for the world outside. It doesn't.

11. High school did not prepare me for the responsibilities of being independent, working environment, financial endeavors, different educational systems, political background - actual not theory - no practical working knowledge for actual existence in society.

12. Not enough of the basic things like reading, how to write properly, and how to spell properly.

13. There is not much trust put in students.

14. I think that it should be mandatory for everyone to take at least one year off between high school and college. I had some very good teachers and some very good courses. The whole physical setting turned me off. I finished my high school by correspondence.

OBSERVATIONS ABOUT RADICAL STUDENTS SIX TO NINE YEARS AFTER THEIR GRADUATION

Retrospective Observations on Activism

1. Males tended toward activism in greater numbers than did females.

2. A higher proportion of the 1970-71 students considered themselves as radicals than those in the previous four years. Apparently, activism tended to peak in Edmonton at that time.

3. Proportionately, fewer radicals graduated than non-radicals.

4. Proportionately, more radicals were involved in underground newspapers, demonstrations and protest movements than were non-radicals.

5. The main issues about which the radicals protested related to school authority and rules.

It appears that the protest against rules and regulations and against students council activities has subsided dramatically over the years.

At the same time the perception of the importance of school as a preparation for further education and vocation has remained unchanged over the years considered in the study.

6. The fact that there was no apparent difference between the two groups as far as present salary is concerned is worth noting though the present jobs held by the two groups differ significantly, with more of the radicals in skilled positions or in school and significantly fewer of the radicals working as housewives or mothers.

Both the activists and non-activists had some similar job aspirations with over 33% of each group aspiring to be teachers, nurses, etc. The similarities are not maintained in all cases, however, for of the 25 females in the activist group, three indicated that they were mothers or housewives, though in fact the aspiration responses indicated that none of 25 aspired to this state. Of the 73 non-activist females, 23 responded that they were mothers or housewives: seventeen of these indicated that they actually aspired to this category.

7. The non-activist group generally felt that certain issues were of considerably more significance for today's high students than did the activists. This was true in all eight cases where there was a significant difference between the perceptions of the two groups.

As far as the issues relating to when the respondents themselves were in school are concerned in only one of the seven instances where there was a significant difference is this difference due to the issue being considered more important by the activists than by the non-activists. This was the issue relating to the importance of student protest movements.

Current Observations on Activism

1. Of the 149 respondents, 42 saw themselves as less radical than when they were in high school, while 71 perceived themselves as more radical now.

2. There was a significant difference between current day radicals and non-radicals in that fewer of the radicals were married, had children, or were high school graduates.

3. Current radicals were presently employed in higher proportions than non-radicals in teacher, nurse, etc. category; skilled worker category; and student category.

4. Current radicals are more active in community activities than are non-radicals.

5. Current radicals aspired to be school teachers and other professionals to a greater degree than did non-radicals, and fewer aspired to be housewives.

Table 18

Distribution of Radical Students

	Male	Female	Total
Activist Students	22	25	47
Non-activist Students	29	73	102
Total	51	98	149

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APPENDICES

APPENDIX A

FACTOR ANALYSIS

The following tables provide additional information relating to the factor analysis. Nine, eight, seven, six, five, four, three and two factor analyses were run and the three factor solution was accepted because it made it possible to compare the results of the two sets of issues as the same three factors appeared in both analyses at the three factor level. Loadings below the .4 level were omitted and consequently a total of six issues out of the entire 48 are not included in the analysis.

Table 19

Eigenvalues: Importance of Issues

When Respondents Were in School

1	2	3	4	5	6	7	8
4.85	2.66	2.05	1.72	1.40	1.26	1.04	1.02
9	10	11	12	13	14	15	16
0.86	0.82	0.73	0.71	0.63	0.58	0.52	0.50
17	18	19	20	21	22	23	24
0.47	0.42	0.40	0.36	0.30	0.26	0.23	0.20

Table 20

Rotated Factor Matrix

Importance of Issues When Respondents Were in School

	Issue	I	II	III
1.	School regulations regarding hair			.63
2.	Regulations on drugs			.48
3.	School dress regulations			.66
4.	An ineffective Student Union	.70		
5.	Apathy towards the Student Union	.66		
6.	Parental attitudes and rules			.50
7.	School smoking regulations			.70
8.	Student protest movements*			
9.	School attendance reulations			.53
10.	School grades		.52	
11.	Ban the bomb			
12.	Choice of subjects to study			
13.	School regulations re. lockers			.46
14.	School regulations at dances			.54
15.	The student newspaper	.64		
16.	School regulations on drinking			.48
17.	School security procedures	.47		.50
18.	Relevance of subjects studied		.54	
19.	Preparation for a job		.68	
20.	School discipline procedures			
21.	School report cards			.63
22.	Teacher-student rapport			
23.	The school administration			
24.	Preparation for further education		.78	

*All loadings below .40 are omitted

Table 21

Taxonomy of Issues

Factor 1 Student Union Affairs	Factor 2 Preparation for the Future	Factor 3 School Regulations
An ineffective Student Union	School grades	School regulations regarding hair
Apathy towards the Student Union	Relevance of subjects studied	School regulations on drugs
The student newspaper	Preparation for a job	School dress regulations
School security procedures	Preparation for further education	Parental attitudes & rules
		School smoking regulations
		School attendance regulations
		School regulations re. lockers
		School regulations at dances
		School regulations on drinking
		School security procedures
		School report cards

Note: All issues with loadings of less than .40 are omitted

Table 22

Eigenvalues: Importance of Issues for

High School Students Today

1	2	3	4	5	6	7	88
11.12	2.17	1.52	1.05	1.02	0.80	0.69	0.68
9	10	11	12	13	14	15	16
0.61	0.52	0.46	0.43	0.41	0.36	0.33	0.30
17	18	19	20	21	22	23	24
0.28	0.26	0.23	0.19	0.17	0.15	0.15	0.10

Table 23

Rotated Factor Matrix

Importance of Issues for High School Students Today

	Issue	I	II	III
1.	School regulations regarding hair			.65
2.	Regulations on drugs			.62
3.	School dress regulations			.71
4.	An ineffective Student Union		.71	
5.	Apathy toward the student council		.77	
6.	Parental attitudes and rules			.63
7.	School smoking regulations			.71
8.	Student protest movements		.70	
9.	School attendance regulations			.67
10.	School grades	.59		
11.	Ban the bomb		.66	
12.	Choice of subjects to study	.79		
13.	School regulations re. lockers		.59	.56
14.	School regulations at dances		.55	.52
15.	The student newspaper		.78	
16.	School regulations on drinking			.58
17.	School security procedures			.52
18.	Relevance of subjects studied	.72		
19.	Preparation for a job	.73		
20.	School discipline procedures			.68
21.	School report cards			.54
22.	Teacher-student rapport			.63
23.	The school administration		.54	
24.	Preparation for further education	.75		

Table 24

Taxonomy of Issues

Factor 1 Preparation for the Future	Factor 2 Student Union Affairs	Factor 3 School Regulations
School grades	An ineffective Student Union	School regulations regarding hair
Choice of subjects to study	Apathy toward the student council	Regulations on drugs
Relevance of subjects studied	Student protest movements	School dress regulations
Preparation for a job	Ban the bomb	Parental attitudes & rules
Preparation for further education	School regulations re: lockers	School smoking regulations
	School regulations at dances	School attendance regulations
	The student newspaper	School regulations re. lockers
	The school administration	School regulations at dances
		School regulations on drinking
		School security procedures
		School discipline procedures
		School report cards
		Teacher-student rapport

APPENDIX B

QUESTIONNAIRE

Dear former high school student:

During the late 1960's, there was a lot of interest in student unrest. You were a student during this period. Were there any changes made in curriculum or instruction because of the unrest? Were students handicapped in some way because they were high school students during this period?

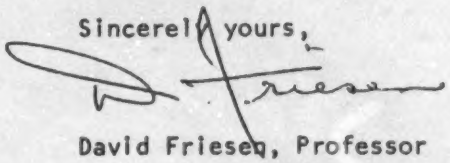
Your present age is probably between 23 and 30 years. We want you to answer some questions about what you did while you were in high school and what you are doing now.

You have been selected to participate in a national study that is looking at changes that took place in high schools because of student unrest. Attached is a short questionnaire we want you to complete. We have also enclosed a stamped, self-addressed envelope to return the questionnaire to us.

Your help is needed. No names will be used; after you receive this letter we have no way of identifying you. We cannot send you another questionnaire or a reminder, since we will not know who has responded. We think the results will help school teachers and administrators better understand forces that can change the curriculum and instruction of schools.

It will only take a few minutes for you to complete the questionnaire. Your help is needed very much and will be appreciated.

Sincerely yours,



David Friesen, Professor
University of Alberta

P.S. Please return the completed questionnaire in the envelope provided to:

D. Friesen
Department of Educational Administration
University of Alberta
Edmonton, Alberta
T6G 2G5

THANK YOU FOR YOUR ASSISTANCE

SURVEY OF HIGH SCHOOL STUDENTS 1967-70

Today's date _____

Male _____ / Female _____ Age _____

Married _____ / Single _____ Number of children _____

Name of High School attended _____

Years attended: 19_____ to 19_____

Did you graduate? Yes _____ / No _____

If "Yes," year of graduation _____

If "No," reasons for dropping out of school:

Bored with school _____

Got a full-time job _____

Asked to leave _____

Got married _____

Joined the armed forces _____

Others (please explain) _____

_____

_____

When you were in high school, name the school activities you participated in or the offices you held (e.g., sports, cultural, academic, student council, newspaper, yearbook, etc.).

_____

_____

_____

When you were in high school, did you participate in:

Underground newspapers _____

Demonstrations (please describe) _____

_____

_____

Protest movements (for example, strikes, interruptions of classes, etc.) (please describe) _____

_____

_____

When you were in high school, what kinds of out of school activities did you participate in? (e.g., church, YMCA, YWCA, Scouts, etc.)

_____

_____

_____

What were your reasons for participating in demonstrations and/or protest movements?

_____

_____

_____

What did you like best about high school? _____

_____

_____

What did you like least about high school? _____

_____

_____

On the following scale, where would you rank yourself <u>when you were in high school</u>?

(radical or liberal) ... (traditional or conservative)

1 2 3 4 5 6 7 8 9 10

On the following scale, where would you rank yourself <u>now</u>?

(radical or liberal) ... (traditional or conservative)

1 2 3 4 5 6 7 8 9 10

Are you now active in politics? Yes _____ / No _____

If "Yes," describe the kinds of activities and your involvement.

_____

_____

_____

Are you currently active in other community groups such as those concerned with ecological, economic, consumer concerns, etc.?

Yes _____ / No _____

If "Yes," identify the kinds of activities and your involvement.

_____

_____

_____

What was your education or training after high school?

Vocational school (specify) _____

_____

College (specify) _____

_____

Other (specify) _____

_____

What is your present job? (Please be specific)

_____

_____

_____

What kind of job would you like to do?

_____

_____

_____

What is your present approximate gross income? $ _____ per year

Any other comments you care to make? _____

_____

_____

_____

_____

_____

_____

_____

During your years in high school, how important did you consider each of the following issues?

(On the line beside each item circle the number of your choice according to the following scale.)

5 - Very important
4 - Moderately important
3 - Important
2 - Slightly important
1 - Not important

1.	School regulations regarding hair	5	4	3	2	1
2.	Regulations on drugs	5	4	3	2	1
3.	School dress regulations	5	4	3	2	1
4.	An ineffective student union	5	4	3	2	1
5.	Apathy towards the student union	5	4	3	2	1
6.	Parental attitudes and rules	5	4	3	2	1
7.	School smoking regulations	5	4	3	2	1
8.	Student protest movements	5	4	3	2	1
9.	School attendance regulations	5	4	3	2	1
10.	School grades	5	4	3	2	1
11.	Ban the bomb	5	4	3	2	1
12.	Choice of subjects to study	5	4	3	2	1
13.	School regulations re: lockers	5	4	3	2	1
14.	School regulations at dances	5	4	3	2	1
15.	The student newspaper	5	4	3	2	1
16.	School regulations on drinking	5	4	3	2	1
17.	School security procedures	5	4	3	2	1
18.	Relevance of subjects studied	5	4	3	2	1
19.	Preparation for a job	5	4	3	2	1
20.	School discipline procedures	5	4	3	2	1
21.	School report cards	5	4	3	2	1
22.	Teacher-student rapport	5	4	3	2	1
23.	The school administration	5	4	3	2	1
24.	Preparation for further education	5	4	3	2	1

How important do you consider each of the following issues for high school students today?

(On the line beside each item circle the number of your choice according to the following scale.)

5 - Very Important
4 - Moderately Important
3 - Important
2 - Slightly Important
1 - Not Important

1.	School regulations regarding hair	5	4	3	2	1
2.	Regulations on drugs	5	4	3	2	1
3.	School dress regulations	5	4	3	2	1
4.	An ineffective student union	5	4	3	2	1
5.	Apathy towards the student union	5	4	3	2	1
6.	Parental attitudes and rules	5	4	3	2	1
7.	School smoking regulations	5	4	3	2	1
8.	Student protest movements	5	4	3	2	1
9.	School attendance regulations	5	4	3	2	1
10.	School grades	5	4	3	2	1
11.	Ban the bomb	5	4	3	2	1
12.	Choice of subjects to study	5	4	3	2	1
13.	School regulations re: lockers	5	4	3	2	1
14.	School regulations at dances	5	4	3	2	1
15.	The student newspaper	5	4	3	2	1
16.	School regulations on drinking	5	4	3	2	1
17.	School security procedures	5	4	3	2	1
18.	Relevance of subjects studied	5	4	3	2	1
19.	Preparation for a job	5	4	3	2	1
20.	School discipline procedures	5	4	3	2	1
21.	School report cards	5	4	3	2	1
22.	Teacher-student rapport	5	4	3	2	1
23.	The school administration	5	4	3	2	1
24.	Preparation for further education	5	4	3	2	1

APPENDIX C

CODING GUIDE

				Column
V_1	Sex	M	1	1
		F	2	
		No Res	9	
V_2	Age	21-22	1	2
		23-24	2	
		25-26	3	
		27-28	4	
		29-30	5	
		No Res	9	
V_3	Marital Status	Married	1	3
		Single	2	
		No Res	9	
V_4	Number of Children	0	1	4
		1	2	
		2	3	
		3	4	
		No Res	9	
V_5	Name of High School Attended	Quen Eliz	1	5
		Jasper Place	2	
		Ross Shep	3	
		McNally	4	
		Strath	5	
		Bonnie Doon	6	
		Harry Ainlay	7	
		Victoria	8	
		M.E. Lazerte	9	

				Column
V_6	Years Attended	64-67	1	6
		65-68	2	
		66-69	3	
		67-70	4	
		68-71	5	
		69-72	6	
		70-73	7	
		No Res	9	
V_7	Did You Graduate	Yes	1	7
		No	2	
		No Res	9	
V_8	Year of Graduation	1967	1	8
		1968	2	
		1969	3	
		1970	4	
		1971	5	
		1972	6	
		Did Not Grad	9	
V_9	Reason for Dropping Out	Bored	1	9
		Job	2	
		Expelled	3	
		Married	4	
		Army	5	
		Other	6	
		Did Not	7	
V_{10}	Activities Participated in During High School	No Activities	0=10	10
		Sports	1	
		Cultural	2	
		Academic	3	

				Column
		Student Council	4	
		Newspaper	5	
		Sports and Cultural	6	
		Sports and Council	7	
		News/Yearbook	8	
		No Response	9	
V_{11}	Participation in Underground Newspaper	Yes	1	11
		No	2	
		No Res	9	
V_{12}	Participation in Demonstrations	Yes	1	12
		No	2	
		No Res	9	
V_{13}	Type of Demonstration	Political	1	13
		Ed. Reform	2	
		Environmental	3	
		Other	4	
		No Res	9	
V_{14}	Protest Movement	Yes	1	14
		No	2	
		No Res	9	
V_{15}	Type of Protest Movement	Strike	1	15
		Class Interruptions	2	
		Marches	3	
		Other	4	
		No Res	9	

				Column
V_{16}	Out of School Participation	Church	0=10	16
		YMCA/YWCA	1	
		Scouts	2	
		Sports	3	
		Church & Sports	4	
		Scouts & Sports	5	
		Scouts & Church	6	
		Cultural	7	
		Work	8	
		No Res	9	
V_{17}	Reason for Participating in Demo/Protests	Peer Pressure	1	17
		Revolt Against School/Pol Authority	2	
		Initiate Change in Environ	3	
		Parental Authority	4	
		Irrelevance of Rules	5	
		Other	6	
		No Res	9	
V_{18}	What Did You Like Best	Some Teachers	1	18
		Social Activities	2	
		Athletics	3	
		Some Courses	4	
		Some Teach/ Courses	5	
		Atmos/Most Things	6	
		Nothing	7	
		No Res	9	

				Column
V_{19}	What Did You Like Least	Bigness of School (imp)	1	19
		Peer/Social Activity (atmos)	2	
		Irrelevant Curriculum	3	
		Emphasis on Sports	4	
		Boring Atmosphere/ Routine	5	
		Teachers and Regualtions	6	
		Some/Most Courses	7	
		Taking Responsibility	8	
		No Res	9	
V_{20}	Rank Yourself Then	1 through 9	1 through 9	20
V_{21}	Rank Yourself Now	1 through 9	1 through 9	21
V_{22}	Are You Politically Active	Yes	1	22
		No	2	
		No Res	9	
V_{23}	Type of Political Activity	Party Organizer	1	23
		Elected Official	2	
		Party Member	3	
		Interested in Politics	4	

				Column
		Union Activities	5	
		Women	6	
		No Res	9	
V_{24}	Are You Active in Community Groups	Yes	1	24
		No	2	
		No Res	9	
V_{25}	Type of Community Activity	Ecological	1	25
		Economic (Housing)	2	
		Consumer	3	
		Social Action	4	
		Other	5	
		No Res	9	
V_{26}	Training After High School	College	1	26
		University	2	
		Technical	3	
		Other	4	
		None	5	
		No Res	9	
V_{27}	Present Job	Physician, Lawyer, Architect	0-10	27
		Banker, College Teacher, Engineer	1	
		School Teacher, Nurse, Other Profess	2	
		Self Employed, Large Farmer, Merchant	3	
		Secretary, Salesman, Foreman	4	
		Skilled Worker, Policeman, Armed Forces	5	

				Column
		Semi-Skilled, Trucker, Miner	6	
		Unskilled Laborer	7	
		Mother, Housewife	8	
		Student	9	
V_{28}	What Job Would You Like	Same as V_{27}	0=10 through 9	28
V_{29}	Income	0-2500	1	29
		2501-5000	2	
		5001-7500	3	
	750	7501-10,000	4	
		10,001-12,500	5	
		12,501-15,000	6	
		15,001-17,500	7	
		17,501-20,000	8	
		over 20,000	9	

V_{30} Item 1 on Page 5
+
+
+
+

V_{54} Item 1 on Page 6
+
+
+

$V_{78,79,80}$ Student I.D. Number